



Department of
Education

Read to be Ready

Responding to Texts Through
Interactive Speaking and Writing

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Module 4: Observation and Assessment

Objectives

- Investigate how to collect, analyze, and use data from interactive speaking to assess student progress towards mastery of the Tennessee English Language Arts Standards
- Investigate how to collect, analyze, and use student writing to determine strengths, needs, and plans for instruction
- Consider the importance of using systematic assessment to notice and record change over time in students' speaking and writing competencies
- Collect evidence of students' speaking and writing behaviors throughout the day to inform teaching decisions during interactive read aloud, shared reading, shared and interactive writing, independent writing, and foundational skills

Link to Tennessee Academic Standards

Link to Tennessee Academic Standards

- Interactive Speaking and Writing lessons focus on the explicit teaching of **Foundational Literacy, Reading and Writing standards**, while incorporating additional **Speaking and Listening standards** through questioning, discussion, and tasks.

TEAM Connection

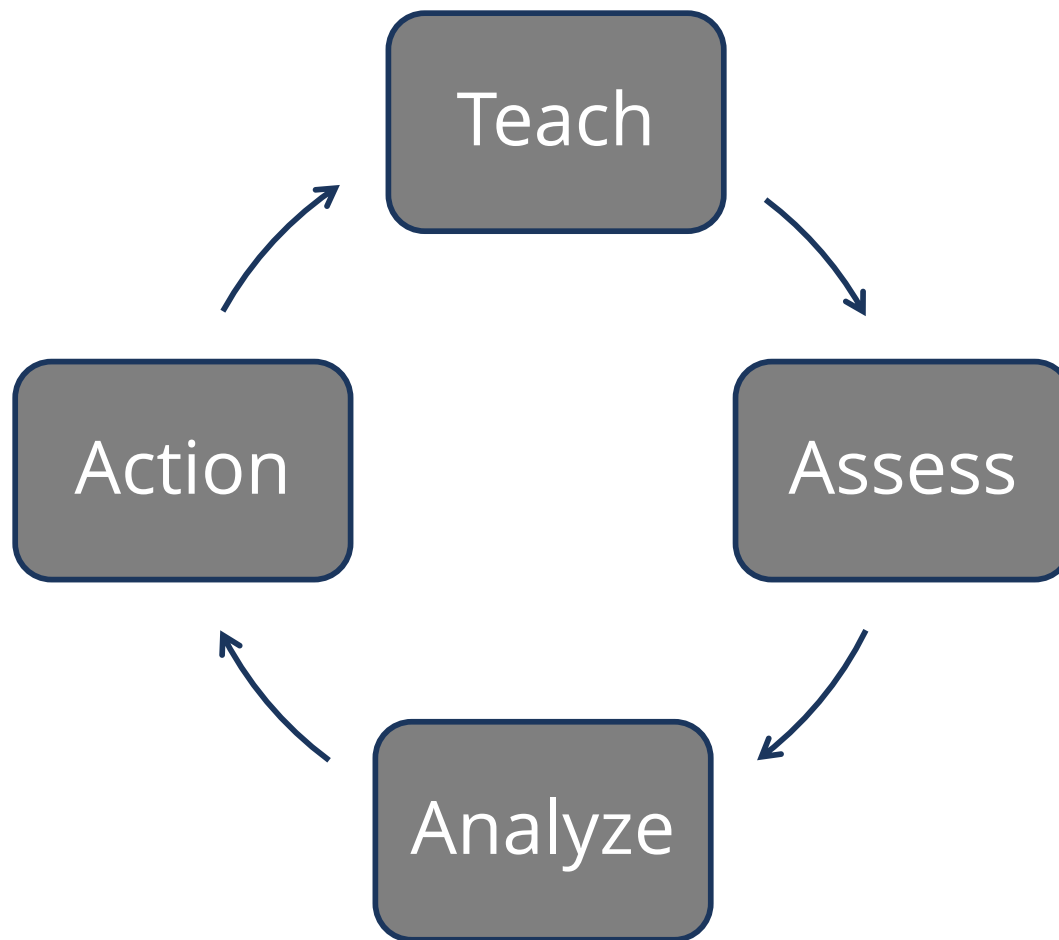
- Standards and Objectives
- Instructional Plans
- Student Work
- **Assessment**
- Expectations
- Environment
- **Respectful Culture**

Reflect on Assessment

“Educators have come to rely mainly on systematic testing of outcomes rather than systematic observation of learning.”

Clay, 2005

Reflect on Assessment



Reflect on Assessment

Assessment of Speakers	Assessment of Writers

Discussion – Talking Sticks Structure

- All place their pens in the middle of the table
- To comment, pick up your “talking stick”
- Take turns until all have shared out on first question
- When finished, return pens to the middle of the table
- Repeat procedure to discuss the second question

Assess Speakers and Writers

Discuss quotes on observation and assessment:

- Count off 1–4
- Move to the sign that corresponds with your number
- Talk about how it confirms, changes, or makes you wonder about your understandings
- Be prepared to share out with the whole group

Quote 1

“Careful, systematic assessment helps us in four important ways...First, and most important, it allows you to know children, as a starting point for making instruction effective. Second, it provides a way to report to administrators. Third, it provides a foundation for talking to parents. Finally, systematic assessment will allow you and your colleagues to determine the power of your instructional program. Effective use of interactive writing can help children acquire critical concepts about the uses and characteristics of written language. Effective use of assessment can help you focus interactive writing to help your young students in precisely the areas they need.”

McCarrier, Fountas & Pinnell, 2000

Quote 2

“When considering the range of classroom-based assessment tools available to teachers, one of the richest sources is also one of the most accessible: teacher and student talk. These dialogic exchanges often provide the first, and perhaps most spontaneous and telling glimpses into students’ developing understandings (Auckerman, 2007).”

Ford-Connors, Robertson, & Paratore, 2016

Quote 3

“It is only when we know our children well and listen closely to their use of language that we can get inside the child’s frame of reference and support the child’s next forward moves. We must spend time talking *with* children, not *at* them. We must arrange our programs so that particular adults know particular children well, including the ways in which they use language.”

Clay, 2014

Quote 4

“As we observe children’s behavior, we need to keep in mind a continuum of learning. We need to be able to identify characteristics and behaviors as we guide children toward literacy. The goal is to support them in using what they know to get to what they do not yet know. That means knowing our learners and working ‘on the edge’ of learning.”

McCarrier, Fountas & Pinnell, 2000

Observing and Assessing Speakers and Writers to Document Progress and Inform Teaching

Teachers can assess what students understand about texts by listening closely and analyzing their talk and writing. They can use this information to evaluate students' current understandings and plan for instruction.

- Task-specific expectations are teacher-generated characteristics of expected student work related to concrete skills and/or content knowledge aligned to the Tennessee English Language Arts Standards.
- These expectations promote clarity and understanding and can serve as a feedback tool for teachers and students.

Analyze Speaking to Document Progress and Inform Teaching

- How do the descriptors align to the standards?
- How might this help you assess students' progress towards mastery of the Tennessee English Language Arts Standards?
- How might you collect this data?
- How might we apply the same characteristics that make this a strong scoring rubric to the task-expectations we create for daily tasks?

Teaching Literacy in Tennessee: Mr. Hermann's Task

“Mr. Hermann will have his students grappling with the essential questions for this unit by collaboratively working in small groups to create a poster in response to the prompt: ‘Why do humans need to preserve trees?’ They are reminded to go back to their charts developed for ‘The Great Kapok Tree’ about why trees are important, their science notebooks, and their daily informational writing tasks. Students use evidence from multiple texts to support their conclusions. Mr. Hermann tells his students that he will display these posters in the hallway so that his class can inform the other students and adults in their school about the role of trees in maintaining earth’s ecosystems.”

(Tennessee Department of Education, 2017)

Task-expectations Summary

Generate a set of task-specific expectations for student work in connection to Mr. Hermann's task.

Task-expectations Summary

Standard(s)	Measurement Criteria for this task (Level 3)	Potential Sources of Evidence

Task-expectation Development Progression for Teachers

- How might you support teachers in developing this skill?

Emerging	Progressing	Progressing	Accomplished
Teacher completes the task-expectations summary, outlining 1-2 standards that can be assessed in the task with clear expectations for level 3 in connection to the standards and noting how that evidence might be collected.	In addition to completing the task-expectations summary, the teacher is beginning to create a delineation of progress for at least one level in addition to level 3 for at least one standard.	In addition to completing the task-expectations summary, the teacher is creating delineations of progress for 1-2 levels in addition to level 3 for 2 or more standards.	In addition to completing the task-expectations summary, the teacher is creating a clear delineation of progress towards level 4 for all possible standards that could be assessed.

Analyze Speaking to Document Progress and Inform Teaching

1. Who is participating? Who is silent?
2. Do students offer expressive or emotional responses to the text?
3. Do students articulate new learning from the text?
4. Do students make critical inferences and judgments about the text?
5. Do students communicate their points clearly?
6. Do students use talk to try out ideas that might not be fully formed? (This kind of exploratory talk is often marked by hesitations and incomplete statements.)
7. Do students connect their contributions to what came before, or does each contribution send the conversation in a new direction?
8. Do students respond to one another's ideas uncritically (e.g., not noticing when their idea contradicts the one that came before)? Do students challenge one another's ideas in a respectful way?
9. Do students elaborate on their ideas by explaining, giving reasons or examples, or pointing to evidence in the text?
10. Do students collaborate to try to reach a consensus about questions or interpretations? (Collaborating toward consensus pushes students to reason together, rather than simply holding on to their initial impressions.)
11. How is student talk evidence of their progress towards the enduring understandings for the unit?

Shared and Interactive Writing: Assessment Inventory

All read:

- Knowledge of a Variety of Genres and Forms for Responding to Texts
- Knowledge of the Writing Process
- Responding to Text Through Independent Writing

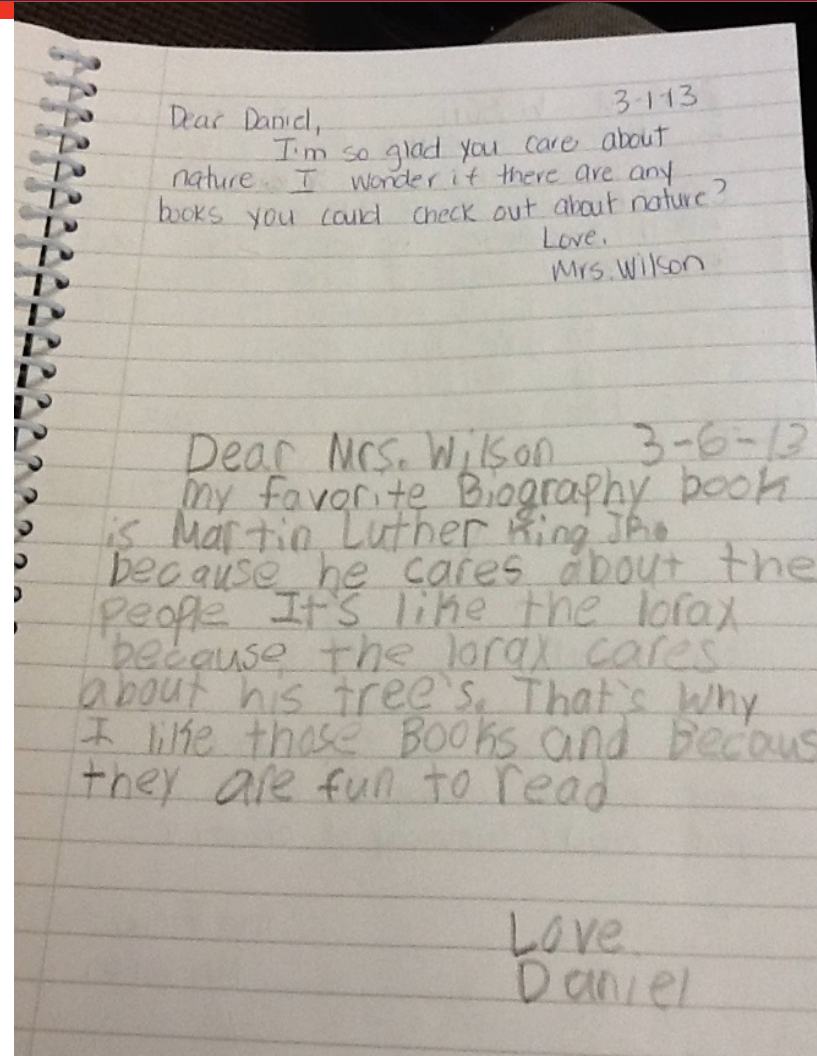
Connect to the foundational skills assessment inventory:

- Letter Knowledge
- How Print Works
- Word Knowledge (Reading & Writing)
- Letter-Sound knowledge
- Oral Reading Behaviors
- Knowledge of Spelling Patterns

Developing a System for Writing Assessment that Drives Instruction

Analyzing Independent Student Writing		
Understands	Partially Understands	Does not currently understand
Possible Teaching Opportunities		
Tennessee English Language Arts Standards Addressed		

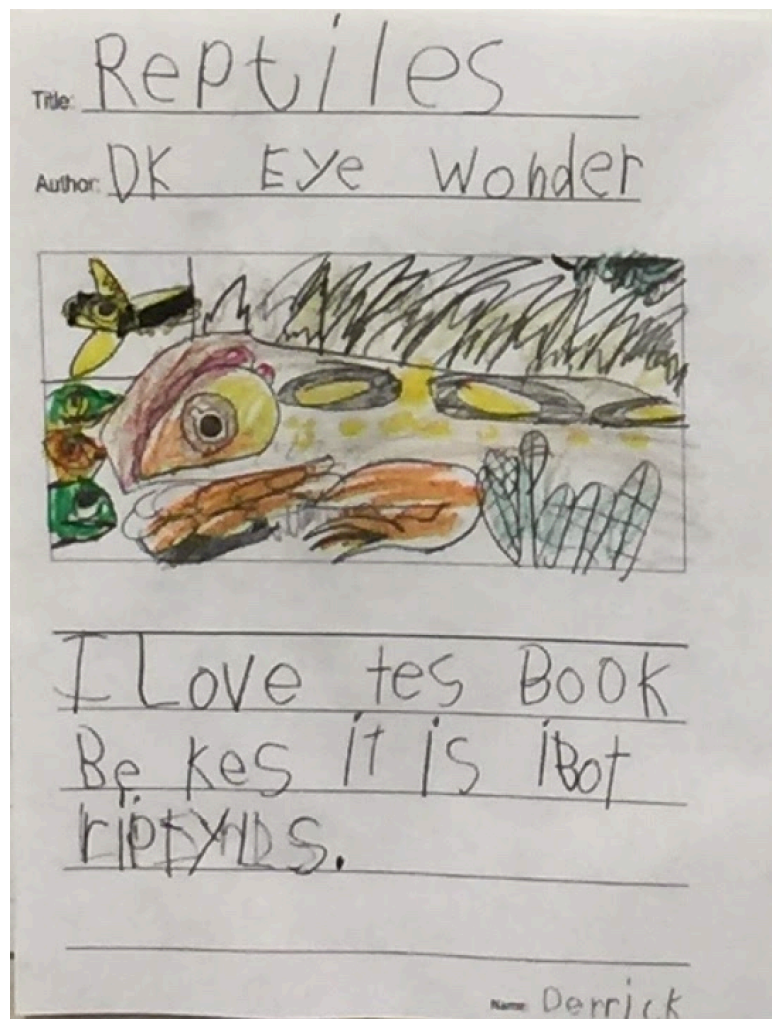
Analyzing Student Writing: *Martin Luther King, Jr.*



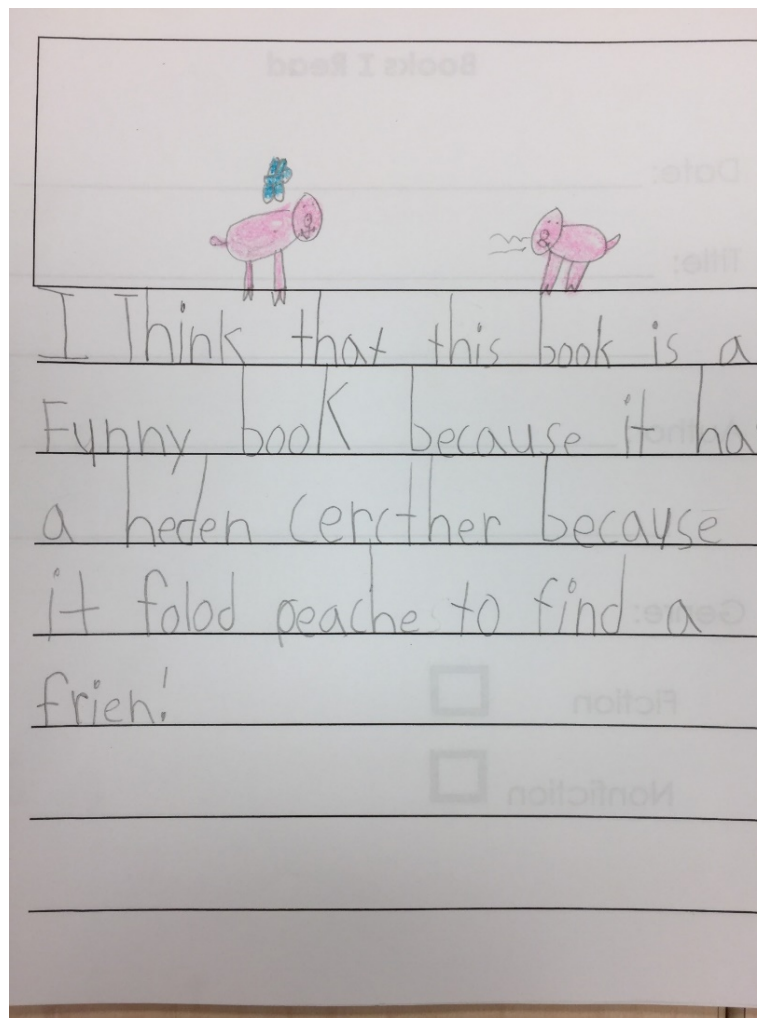
Analyzing Student Writing Activity

1. Your table group will be assigned a writing sample to analyze.
2. Use the “Analyzing Student Writing” chart to note what the student understands, partially understands, and does not currently understand.
3. Based on what you notice about the strengths and needs of this writer, what might he be ready to learn?
4. Record teaching opportunities and the Tennessee Standards to be addressed.

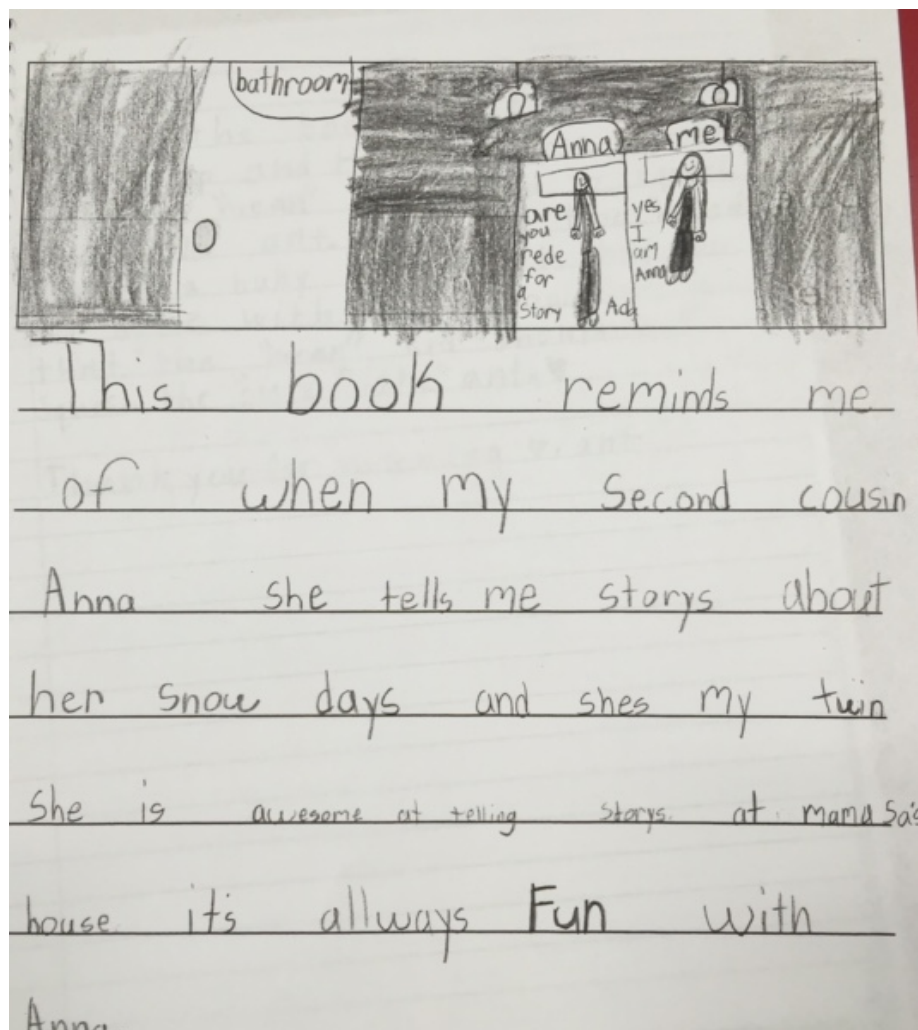
Responses to Text: *Reptiles*



Responses to Text: *Peaches the Pig*



Responses to Text: Ada, *Snow Day!*



Responses to Text: *All About Astronauts*

January 18th, 2017
Dear Mr. McArthur,
I just read "All About Astronauts"
by Bill Kirk. I learned that
the word "astronaut" means
"sailor among the stars." I
also learned that the first
astronaut to walk on the
moon was Neil Armstrong.
You should read this book
too, because you will learn
even more about astronauts.

Sincerely,
Alexxia

Alexxia.
I am happy to hear that you learned so much new information
about astronauts. This letter is written very well. Keep up
the good work!

Sincerely,
Mr. McArthur

Assessing Change Over Time in Writing to Inform Teaching

1. Carefully re-examine the shared and interactive writing samples that you explored in Module 3.
2. Number the writing pieces in chronological order by analyzing their complexity in terms of:
 - Use of illustration
 - Length of text
 - Genres and forms
 - Student writing vs. teacher writing
 - Types of student contributions vs. teacher contribution

Assessing Change Over Time in Writing to Inform Teaching

Least Complex

- David
- Insects

More Complex

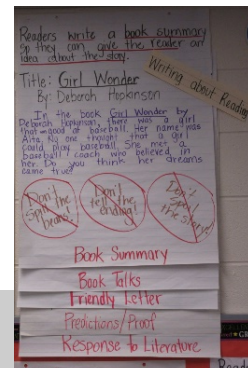
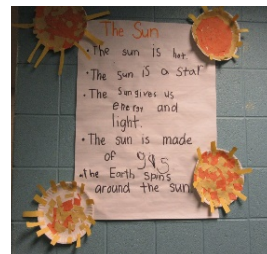
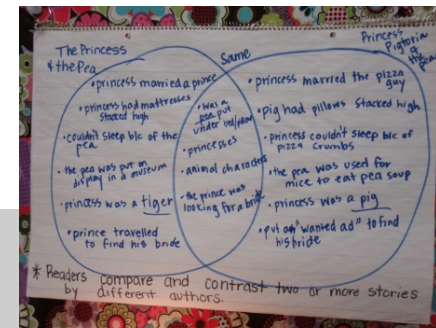
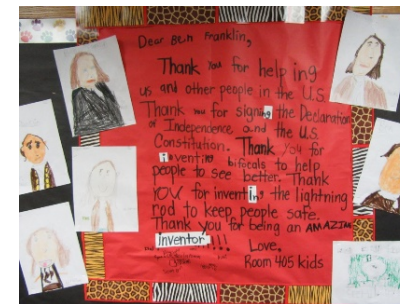
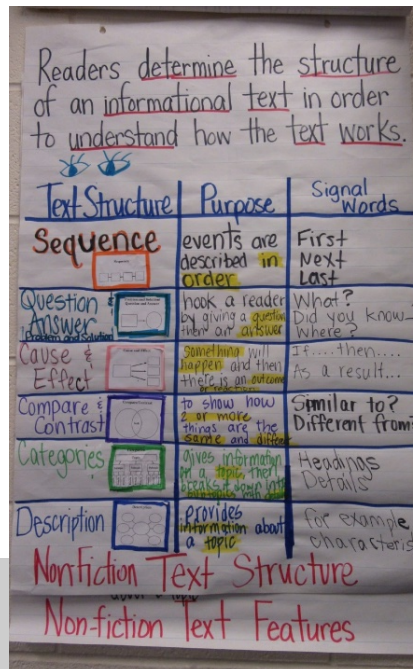
- The Sun
- Scaredy Squirrel
- Johnny Appleseed
- Martin Luther King, Jr.
- Ben Franklin

Most Complex

- Cinderella vs. Adelita
- Girl Wonder
- Structure of Nonfiction texts

Assessing Change Over Time in Writing to Inform Teaching

- What did you notice?
- What are you wondering?
- What are you learning as a coach about change over time in the teaching of shared & interactive writing?



Reflect on Observation and Assessment

Consider the big ideas about observation, assessment, and planning listed on page 145 of your manual.

- What are two or three of your biggest takeaways from this module?
- How might you share this information with the teachers you support?